

STANDARD 2: WRITING

Students effectively use written language for a variety of purposes and with a variety of audiences.

READINESS (Kindergarten)

Students know and are able to do the following:

- **W-R1. Relate a narrative, creative story or other communication by drawing, telling and writing**

- PO 1. Create a narrative by drawing, telling and/or emergent writing
- PO 2. Create a story by drawing, telling and/or emergent writing
- PO 3. Create a message by drawing, telling and/or emergent writing

- **W-R2. Spell simple words**

- PO 1. Apply letter/sound relationships as emergent writers

- **W-R3. Write the 26 letters of the alphabet**

- PO 1. Copy the 26 letters of the alphabet

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **W-F1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks**

- PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)
- PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience
- PO 3. Write a first draft with the necessary components for a specific genre
- PO 4. Revise draft content (e.g., organization, relevant details, clarity)
- PO 5. Edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)
- PO 6. Proofread revised draft
- PO 7. Present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform)

- **W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks**

In final copy of student's own writing tasks:

- PO 1. Spell high frequency words correctly
- PO 2. Punctuate endings of sentences
- PO 3. Capitalize sentence beginnings and proper nouns
- PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
- PO 5. Write legibly

- **W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting**

- PO 1. Write a narrative
 - establish a beginning, middle and end
 - use sensory details to describe
- OR-
- PO 2. Write a story
 - use sensory details to describe setting and characters
 - develop a story line with a problem and events leading to a solution

- **W-F4. Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors**

- PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)
- PO 2. Write an introductory statement
- PO 3. Report events sequentially
- PO 4. Write a concluding statement

- **W-F5. Locate, acknowledge and use several sources to write an informational report in their own words**

- PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
- PO 2. Write an introductory statement, followed by details to support the main idea
- PO 3. List resources used by title

- **W-F6. Write well-organized communications, such as friendly letters, memos and invitations, for a specific audience and with a clear purpose**

- PO 1. Organize content, including necessary components of the selected format, for a specified audience
- PO 2. Place commas correctly in components (e.g., heading, greeting, closing, address) unique to letters, memos, invitations

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

Note: In developing the Essentials Level concepts, students should use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks. See W-F1 for the performance objectives.

- **W-E1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks**

(Grades 4-5)

- PO 1. Spell correctly
- PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)
- PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)
- PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)
- PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)

(Grades 6-8)

- PO 1. Spell correctly
- PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)
- PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)
- PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)
- PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)

- **W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases**

(Grades 4-5)

- PO 1. Write a personal experience narrative
- develop a story line in a sequence that is clear
 - use descriptive words and phrases

-OR-

- PO 2. Write a story
- develop a story line in a sequence that is clear
 - develop the characters
 - describe the setting
 - use dialog when appropriate
 - use descriptive words and phrases

(Grades 6-8)

- PO 1. Write a personal experience narrative
- develop a story line in a sequence that is clear
 - use figurative language or descriptive words and phrases

-OR-

- PO 2. Write a story
- develop a story line in a sequence that is clear
 - develop the characters
 - describe the setting
 - use dialog when appropriate
 - use simile, metaphor or descriptive words and phrases

- **W-E3. Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author**

(Grades 4-5)

Note: For instructional purposes—not for state assessment

(Grades 6-8)

- PO 1. Use own words except for material quoted
- PO 2. Preserve the author's perspective and voice
- PO 3. Contain main ideas of event/article/story plus the most significant details
- PO 4. Present clearly written and organized information

- **W-E4. Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions**

(Grades 4-5)

Note: For instructional purposes—not for state assessment

(Grades 6-8)

- PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement
 - PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts, examples or descriptions
 - PO 3. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject
- **W-E5. Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources**

(Grades 4-5)

- PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered
- PO 2. Use logical sequence (including transitional words and phrases such as *first, next, then*)
- PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources

(Grades 6-8)

- PO 1. Write a report in own words (except for material quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered
- PO 2. Organize a report with a clear beginning, middle and end including use of smooth transitions
- PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic, and from a variety of cited sources
- PO 4. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject

- **W-E6. Write formal communications, such as personal or business letters, messages, directions and applications, in an appropriate format and for a specific audience and purpose**

(Grades 4-5)

- PO 1. Write a formal communication in an appropriate format for a specific audience and purpose
- PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., *first, next, then*)
- PO 3. Express ideas that are clear and directly related to the topic

(Grades 6-8)

- PO 1. Write a formal communication in an appropriate format for a specific audience and purpose
- PO 2. Organize ideas in a meaningful sequence using smooth transitions
- PO 3. Express ideas that are clear and directly related to the topic

- **W-E7. Write a response to a literary selection by supporting their ideas with references to the text, other works or experiences**

(Grades 4-5)

- PO 1. Write a clear response supported with examples from the text, other works or experiences
- PO 2. Relate own ideas to supporting details in a clear manner
- PO 3. Organize response with a clear beginning, middle and end

(Grades 6-8)

- PO 1. State clearly a position that is interpretive, analytic, evaluative or reflective
- PO 2. Support inferences and conclusions with examples from the text, personal experience, references to other works or reference to non-print media
- PO 3. Relate own ideas to supporting details in a clear and logical manner
- PO 4. Provide support adequate to the literary selection (e.g., short poem vs. novel)

- **W-E8. Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks**

(Grades 4-5)

- PO 1. Implement a research strategy that includes
 - selecting appropriate source for a specific research purpose
 - utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)
 - writing a paraphrase of information from a source
 - recording relevant information (e.g., notes, graphs, tables) taken from a research source
 - organizing notes and integrating notes into a finished product
 - incorporating notes into a finished product

(Grades 6-8)

PO 1. Implement a research strategy that includes

- selecting best source for specific research purpose
- taking notes that summarize and paraphrase information relevant to the topic
- incorporating notes into a finished product

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

Note: In developing the Proficiency Level concepts, students should use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks. See W-F1 for the performance objectives.

- **W-P1. Use transitional devices; varied sentence structures; the active voice; parallel structures; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings**

PO 1. Use transitions (e.g., conjunctive adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate

PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)

PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)

PO 4. Use parallel structure appropriately

PO 5. Sharpen the focus and clarify the meaning of their writing through the appropriate use of

- capitalization
- standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)
- spelling, with the use of a dictionary/thesaurus (as needed)
- punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)

- **W-P2. Write a persuasive essay (e.g., an editorial, a review, an essay, a critique) that contains effective introductory and summary statements; arranges the arguments effectively; and fully develops the ideas with convincing proof, details, facts, examples and descriptions**

PO 1. Write a thesis statement to convey a point of view about a subject

PO 2. Develop the point of view with ample and convincing support (e.g., details, facts, reasons, examples and descriptions) appropriate to audience and purpose

PO 3. Create an organizational structure that includes an effective beginning, middle and ending

PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)

- **W-P3. Write an analysis of an author's use of literary elements such as character, setting, theme, plot, figurative language and point of view**

PO 1. Develop a thesis that states a position about the author's use of literary elements

PO 2. Support the thesis with relevant examples from the selection

PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)

PO 4. Organize the analysis with a clear beginning, middle and ending

- **W-P4. Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual**

PO 1. State a point of view, position or argument about the subject

PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an end

PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources

PO 4. Follow the guidelines of a selected style manual consistently

- **W-P5. Write formal communications, such as a résumé, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose**

PO 1. Establish a clear purpose for a specific audience

PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication

PO 3. Include only relevant information

PO 4. Use language with an appropriate degree of formality

- **W-P6. Write a narrative or story that develops complex characters, plot structure, point of view and setting; organizes ideas in meaningful sequence; and includes sensory details and concrete language to advance the story line**

PO 1. Write a first- or third-person narrative or story

- develop a point of view
- present events in a logical order
- develop events that convey a unifying theme or tone
- include sensory details, concrete language and/or dialog
- use literary elements (e.g., plot, setting, character, theme)

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **W-D1. Expand writing experiences by experimenting with language, form and genres (e.g., poetry, screen plays and public policy documents)**
- **W-D2. Reflect the subtleties of language and polished literary style in their writings including the power of imagery and precise word choice, and the use of such literary devices as foreshadowing, flashbacks, metaphors, similes, symbolism and idioms**
- **W-D3. Analyze, synthesize, evaluate and apply principles of formal logic in expository writing tasks**

